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COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF WELFARE

Bulletin 16—Revised October, 1925; March, 1929.

CHILD CARE IN INSTITUTIONS

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LETTER OF TRANSMITTAL

March 1, 1929.

Mrs. E. S. H. McCauley,
Secretary of Welfare,
Harrisburg, Pa.

My dear Mrs. McCauley:

In 1924 there was noted a dearth of helpful literature dealing with the concrete problems which confront workers in institutions for children. It was suggested, therefore, that the staff of the Bureau of Children compile a brief bulletin to meet this need. The result was Departmental Bulletin 16, "Child Care in Institutions," which touched on the more obvious problems met with in conducting children's homes.

Since the original publication of the pamphlet the United States Children's Bureau has issued a much more comprehensive handbook which is of the greatest value. Nevertheless, Pennsylvania workers still seem to feel the need of a simple outline of some of the fundamental principles involved in institutional care. For this reason a revision of the 1924 pamphlet has been prepared and is herewith submitted.

Respectfully yours,

Mary S. Labaree,

Director, Bureau of Children

CHILD CARE IN INSTITUTIONS

Institutional Problems

The problems of an institution for children may roughly be classified into 4 groups:—

1. Those arising before the building of any new institution or the enlarging of one already existing.
2. Those concerned with actual construction.
3. Those connected with the administration policies.
4. Those involved in the care of the children themselves.

Each problem is exceedingly complex and only those who have had experience with them know how difficult of solution they may be. Inquiries, as to standards and methods, are constantly being received by the Bureau of Children from those who are doing institutional work or who are thinking of undertaking it. This bulletin is an attempt merely to outline some of the practical problems involved and the sources from which competent advice may be obtained.

I

BEFORE BUILDING A CHILDREN'S HOME

1. *Determining the Need.*

The first requisite of planning a children's home is to secure the *facts* concerning the need for such an institution. At present there are too many homes that have been established without adequate previous information as to the place they will fill in the child-caring program of the community and state. No good business man would invest money in a manufacturing or commercial enterprise without a careful study of the requirements and possibilities of the project. Nevertheless, large sums of money are constantly being invested in charitable enterprises by otherwise thoughtful persons without their previously inquiring concerning the need for that particular investment.

Every community should have a child caring program and each organization and institution should fulfill a definite part in this program so that duplication will be avoided on the one hand and neglect of certain needs will be prevented on the other. Yet one constantly finds small communities with more than one institution receiving children of the same type and age, while they have no

society doing adequate family welfare work, nor any general protective or child placing facilities. In such communities special institutional fields, too, are often neglected, there being perhaps a duplication of homes for normal white children under 12 years of age, but a lack of provision for convalescent children, for Negro children, or for older boys and girls who are "difficult."

Not only should a proposed institution fit in with the local program, but it should be established in accordance with the state's program for those in need and in order to make sure that the form of service under consideration is not already being adequately covered or that it has not been tried and found superfluous.

Good children's work depends on conservation of family life and it is better to create agencies that will *prevent* child dependency rather than to care for children who have become dependent because such social machinery is lacking. It is generally recognized that aid to widowed mothers, better wage conditions, reduction in the mortality of wage earners, workmen's compensation, good family case work and many other social improvements serve to reduce the amount of child dependency and, therefore, the need for new children's homes. The community with the best developed social welfare program, consequently, will have little need of new or larger institutions for children.

2. *The Choice of Consultants.*

Two national organizations that have accumulated a great store of information on child welfare programs, standards and methods of child care are the United States Children's Bureau and the Child Welfare League of America. Any individual or group who is thinking of undertaking a new work for dependent or delinquent children, or the comprehensive reorganization of an existing agency, should consult these sources of information and inspiration. Address the United States Children's Bureau, Department of Labor, Washington, D. C. and the Child Welfare League of America, 130 E. 22nd St., New York City. The former has an interesting "Handbook for Use of Boards of Directors, Superintendents and Staffs of Institutions for Dependent Children," besides many other valuable pamphlets on child care. The League has also published many pamphlets and has a special department of consultation for Protestant church institutions.

For religious and church groups there are some other consultants such as:—The Jewish Bureau of Social Research, 114 Fifth Avenue, New York and The National Conference of Catholic Charities, Catholic University, Washington, D. C.

II

PLANNING THE INSTITUTION

1. *Visiting Institutions.*

If a new institution is finally decided upon, or if a re-building program for an old children's home seems desirable, its sponsors should do more than merely consult experts;—they should be sure to visit certain institutions in this or neighboring states, which have adopted definite policies. A few that will repay visits are:

Carson College, Flourtown, Montgomery Co., Pa.
Children's Home of Harrisburg, Harrisburg, Pa.
Hebrew Sheltering Guardian Society, Pleasantville, New York.
House of the Holy Child, Spring House, Montgomery Co., Pa.
Methodist Home for Children, Shiremanstown, Cumberland Co., Pa.
New York Orphanage, Hastings-on-Hudson, New York.
Sleighton Farm, Darlington, Delaware County, Pa.
Thorn Hill School, Warrendale, Allegheny County, Pa.
Lincoln Agricultural School, Lincolndale, New York.
Children's Community Center, New Haven, Conn.

2. *Adopting Standards.*

Institutional work for children has been much standardized in recent years and leaders now recognize fundamental necessities in group care of children. Be familiar with these standards as outlined in the "Handbook for the Use of Boards of Directors, Superintendents and Staffs of Institutions for Dependent Children" by the United States Children's Bureau; the minimum requirements of various State Departments of Welfare, (especially of California, Georgia, Minnesota, North Carolina, Ohio and Pennsylvania); and the standards required for membership in the Child Welfare League of America.

3. *Next, the Architect and Site.*

Be sure to chose a liberal minded architect who will not be so absorbed in building a monument to himself that he will forget the practical needs of a child's life. He should be willing to visit other institutions and to inform himself of the present trends in group care of children.

The site should be chosen with a number of questions in mind. Not only must the size of the tract of land, its soil, drainage and water supply be considered, but its accessibility to schools, churches, physicians and hospitals must be taken into account. There is a growing belief that except for vocational and trade schools or homes for delinquents or for other special types, it is better not to put

children's homes in the open country, but near enough to towns or villages, so that childen and staff may participate in community activities. The ideal site is one that is sufficiently suburban to permit free outdoor life with ample space for playgrounds, gardens, and pets, and yet is sufficiently accessible to the resources of a village or town to prevent the isolation of the group into "Home" children, who are unprepared for later life in a normal community.

4. *Deciding on Construction & Furnishings.*

Among the many preliminary decisions concerning an institutional program will be the all important choice of the type of building. Give due thought to the *cottage vs. congregate plan.* The small cottage unit is finding increasing favor with child welfare workers since the present aim is to provide dependent children with a home which in all its appointments and operations resembles as nearly as possible a normal family home. For this reason it will probably be regretted in years to come if a congregate building is now built.

However, in remodelling congregate institutions already established there are possibilities of introducing the "group system" or housing and administration. The National Conference of Catholic Charities has had a committee working on this method of care and the Program for Catholic Child Caring Homes which is a result of this committee's work is very suggestive. Copies of this program may be secured from the Catholic Conference, Catholic University of America, Washington, D. C.

If a cottage plan is chosen it must then be determined what kind of buildings are most practical. Some organizations have found one-story cottages desirable. These simple bungalows housing only ten or fifteen children have been found economical both in building and operating costs. They permit the employment of one house-mother for each, who, with help by the hour, or day, for cleaning or other relief service, can much more adequately "mother" her group than the overworked matron with twenty-five or forty under care. This small group too, more nearly approximates normal family life which is the ideal, and gives better opportunity for training children in domestic arts.

Other institutions have chosen two-story cottages and have built them of semi-fire proof materials, feeling that this was a safe and less costly plan than full fire-proof construction. Even here the cottage group is kept small and emphasis is placed on individual bedrooms or on small dormitories for not more than three or four beds. Double rooms should be avoided and adolescent boys and girls should preferably have single rooms.

Due thought also must go into plans for providing each child with a place for his own clothing and the other little possessions so dear

to a childish heart. Such a place does much to give him a sense of responsibility for neatness and order and for the rights of others.

In line with the effort to train children in good manners and to give them a homelike atmosphere, long oilcloth covered tables in the dining room have given place to small tables with tablecloths and attractive china.

It is most important that there should be adequate bath and toilet facilities and that there be abundant closet and storage space. It is surprising how many new institutions lack these conveniences which make all the difference in the world to the housekeepers.

A word might be said here also as to the wisdom of installing labor-saving devices. There is a difference between teaching children to do household tasks and in expecting them to perform drudgery. Every possible device should be used to free both the children and staff members from deadening routine so that they may turn their attention to more constructive activities.

III

THE STAFF

1. *The Superintendent.*

The chief responsibilities of the Board should be the formulation of policies in conjunction with the Superintendent, the securing of adequate financial support, and the selection of a superintendent, the more serious of which is the latter.

Early in a program, perhaps before the building is even planned, the superintendent should be chosen. Only one who loves and understands children and has had training for the work should be employed in a children's home. Children deprived of the care of their own parents must have the most intelligent substitute for real parents that can be found.

The position of superintendent calls not only for one who knows and understands a child's mind but for a good administrator, for one who is familiar with modern ideas as to health supervision, nutrition, and training for citizenship. After selecting the best available executive the Board members should delegate the details of management to him.

2. *The Selection of a Staff.*

The choice of the staff should be left in the hands of the superintendent. Failure to do this often results in divided authority within the institution which prevents good team play. If necessary the Board may reserve the right to confirm or disapprove the superintendent's choice by formal vote. It is advisable to pay good salaries and attract to the various positions capable, worthwhile workers,

who, nevertheless, are more interested in the opportunity for service offered than in the salary paid. It is poorer economy to use cheap workers than it is to use cheap plumbing.

The people who are chosen to take charge of an institution and to mold the lives of its children are in the last analysis responsible for making the institution of real service to the children. They cannot be selected too carefully.

IV

ADMINISTRATION PROBLEMS

The problems involved in running a children's home so that the welfare of the children may be really served are fully dealt with in many books and bulletins dealing with special phases of child welfare. These should be consulted, and a few of these are listed in the "Reference Reading" suggested on the last page. Only some of the most fundamentally important problems are mentioned here.

1. *Intake and Outgo.*

Since it is coming to be more and more of a recognized fact that there are many children in institutions whom it would not have been necessary to accept if a really thorough study of their needs had been made, the importance of a careful investigation before admission cannot be over-emphasized.

The modern idea of child care is that a child rightfully belongs first in his own home, then with blood relatives. Only as a last resort should he be permanently separated from his own kin and placed in an institution or foster home. In some instances a child's best interests are served by placing him away from his own parents or relatives at least temporarily, but in many cases suitable relatives may be found if an earnest effort is made to locate them.

An institution may be able to offer better educational opportunities than a child may have in his own home but even so these advantages cannot compare with the personal affection and interest a child receives as an individual member of a family circle. Children need fathers and mothers; they need family ties and they like to know that they really "belong" to some one.

It is vitally important to have full knowledge of a child's family history before determining whether he is a proper subject for institutional care. Moreover, if he is accepted, intelligent training suited to his special needs cannot be given him without an understanding of his physical and mental condition, of what his home life has been, and what traits of character he has. This requires a careful investigation of the family background, not only to discover the weak spots of his environment and heredity but also the sources of strength on which character may be built. Illustrations of what good in-

vestigation may accomplish are contained in the second part of this pamphlet. Quality of service rather than quantity should be the aim in this as in other fields.

If children remain under care for a long time it is desirable to renew inquiries into their family circumstances at regular intervals in order to learn whether conditions in their homes have changed enough to permit of the children's discharge from the institution. A thorough knowledge of conditions at the time of admission is important but it does not necessarily follow that the same conditions will continue indefinitely. Parents may remarry and reestablish a home, older brothers and sisters may become able to shoulder the responsibility of the younger members of the family, or other relatives, who were not in a position to accept the care of the children when they first became dependent, may find themselves later able to do so. On the other hand some home conditions may so degenerate that all thought of ever returning the child to his people should be abandoned.

Some states require that the circumstances of every child supported at charitable expense in institutions be reinvestigated annually. It is a good plan.

Searching inquiry should also precede discharge from the institution in order to safeguard the child's welfare. A careful individual plan is required if the time, money, and spiritual effort invested in the training of a child is not to be wasted. Letting him go back unsupervised to unsuitable home conditions may undo the work of years.

It is most desirable, therefore, that children's institutions have some means of investigating applications for admission and of supervising children who pass from care in the home. There are several ways of doing this:

1. By having a social worker on whole or part time attached to the institution's staff.

2. By having several institutions employ such a worker jointly.

3. By using the agencies available in various sections of the State which are already equipped to make social investigations and do after-care work. These agencies are in some places the Associated Charities or Family Welfare Leagues, but in other large centers specialized children's agencies exist. Various church groups may have to rely on their district organizations.

Unless a children's home is able to have its own worker every effort should be made to utilize the social resources of the State. A list of Pennsylvania children's agencies will be found in the Directory of Child Caring Societies, issued by the Department of Welfare, which may be had free on application to the Department at Harrisburg. Names of family social work societies in the United States and

Canada may be secured by sending fifty cents to the American Association for Organizing Societies of Family Social Work, 130 East Twenty-second Street, New York City, while many children's organizations in the United States and Canada will be found listed in the Directory of Members of the Child Welfare League of America which may be also purchased for twenty-five cents from the League at 130 East Twenty-second Street, New York City.

2. *Records.*

Records are all important and just as surely as an adequate bookkeeping system for money received is provided so ought there to be an accurate accounting system for children. An individual record for each child, covering his family background and physical and mental development is an essential of good institutional service to children.

Record forms may be obtained at cost from the Child Welfare League of America, 130 East Twenty-second Street, New York City, or without charge from the Department of Welfare, Bureau of Children, Harrisburg, Pa. The latter has for distribution a pamphlet called "The Significance of Children's Records" which goes more deeply into this subject.

3. *Health Supervision.*

The problems of child care are only just begun when the children have been received. A thorough, stripped, physical examination given by the institution's doctor, on or before admission and the remedying of defects noted is the first requirement. Thorough regular re-examinations every year with routine dental care and mental examinations are all parts of the health program of a progressive children's organization. Only by having a thorough knowledge of a child's individual physical needs can we give him intelligent care. Moreover, a careful study of his mental capacity will enable us to determine the kind of education and special training that will best fit him for life outside of the institution. It is, therefore, most desirable that institutions be located where the best medical facilities are available. If institutions are already established, all community resources, such as clinics and high grade physicians, should be utilized to the utmost. Where they are inadequate, or lacking, a campaign for better medical provision should be waged. Call on the Pennsylvania Department of Health, Harrisburg, for advice in your health problems. The Department of Welfare has a pamphlet called "A Health Program for Institutions for Children", which will be sent free on request.

4. *Education.*

How to avoid institutionalizing the children is a very real problem. One of the best methods of giving them normal social con-

tacts is by using the public or parochial schools. It is good for dependent children to mingle with children of the community rather than to associate always with other dependents like themselves. This is not always possible, especially where the population of an institution with many children of school age would swamp a township school. Some homes have solved this problem by building a school house on their own property and offering it to the school district for the use of the community. The district then becomes responsible for the employment and supervision of the teachers.

Vocational training for older children is also very desirable. This does not mean that children merely learn to help on the farm or in the housework, it involves the development of a practical program of training that will assist the child to decide what occupation he wishes to enter when he returns to the outside community.

One of the greatest problems institutional workers meet is the question of dealing with the mentally sub-normal and defective who are often found in a home for dependent, neglected and delinquent children. No child, of course, should be classified as mentally deficient unless a competent psychologist has examined him and has so decided. Mental clinics are now conducted in many centers throughout the state. If there is no such clinic near you ask the Bureau of Mental Health, Department of Welfare, Harrisburg, how you may have mental tests made.

When you have an accurately classified group who are below normal mentally, but who do not necessarily require training in a school for mental defectives, some arrangement for the reorganization of the school work will be necessary. It is so unfair to the dull child to expect him to cover the same ground that his brighter companions do, that special classes for the slower ones are essential. The Bureau of Special Education, Department of Public Instruction, Harrisburg, should be consulted when planning the education of the backward child.

5. *Outside Contacts.*

Not only are contacts through the school desirable but every opportunity for the children of an institution to mingle in the normal life of the community should be encouraged. There is danger lest an institutional child should feel "different" from other children and, therefore, every effort must be made to break down the barriers between him and the rest of the world.

Attendance at the city or village church and Sunday school, membership in community Boy and Girl Scout troops, or in Y. M. C. A., or Y. W. C. A., or other young people's organizations are valuable.

Not only should there be a definite plan for such outside contacts but a practical program for the wise use of the children's

leisure time within the Home should be arranged. Turning the children loose for free play either on the playground or in the play room has its part in a recreation system but there should be organized activities as well, preferably under leaders "imported" from the outside world. Hikes, team games for both boys and girls, indoor tournaments, plays, group sings, and parties that one group gives for another should all be factors of the institution's life.

6. *Extension Service.*

An institution that is constantly studying its population, sending back its children to their own homes or to foster homes as rapidly as possible, is able to serve a larger number and to take in those really in need. However, too often an institution's service is limited entirely by its capacity,—when that is reached it can do no more, no matter how challenging the necessity.

To obviate this difficulty some institutions have adopted a plan of boarding children in their own homes or with relatives. After careful investigation by a trained social worker, the decision is made as to whether the children of a given family will be better served in the institution or in the home of their mother or a relative. When the latter plan is determined upon, home aid is given from the institution's funds and the family is carefully supervised by the institution authorities. This extension plan permits of a much wider service to destitute children and is increasingly popular, especially in the South. The Thomasville Baptist Orphanage in Thomasville, N. C., has been operating this system for eight years and in 1928 reported 600 children in the orphanage and 353 under supervision in their own homes. The per capita cost of family care is only one-third of what it costs to provide institutional care.

The John Edgar Thomson Foundation in Philadelphia, has developed a somewhat similar plan.

It is a modern method well worth consideration by children's workers.

V

GENERAL POLICIES

Finally, have a flexible program. Be willing to change your policies with the changing times. Grasp at every opportunity which modern science or modern psychology can give you for the improvement of your equipment, of your educational and recreational programs, of your health supervision, and of your understanding of the individual child.

Visit other institutions as often as possible. Attend conferences on all phases of social work. Read books and magazines on social work, if for no other reason than that you may keep in touch with developments which may help you in your particular problems.

PART II

KNOWING OUR CHILDREN

How much do we really know about the children under our care?

Are we certain that we are not relieving parents and relatives of a responsibility that should be theirs?

Do we know that our institutions are caring only for children who cannot be cared for in any other way?

If a careful investigation proves that institutional care is the best plan, the information gathered will be of great value in understanding the child and in knowing how to meet the problems which arise in his daily life.

What is an investigation?

Investigation must not be thought of as useless red tape. It must be considered a careful study of the whole family situation in order that the best possible plan for the future welfare of the child may be made. To secure this information it is not necessary to do a disagreeable piece of detective work expecting to find out unpleasant facts about a family; instead one may learn the facts in a friendly sympathetic spirit that will be most useful in understanding the family and helping them out of their difficulties. It is only when we know the facts regarding his heredity, early training, school record, associates, etc., that we can deal with a child as an individual.

Some of the facts we should know about a child before admission are:—

A—Name	Address
Sex	Religion
Date of birth	Place of birth

B—Physical and mental history as far as possible.

C—Disposition	Characteristics
Interests	Likes and dislikes
Education	School grade

As to the child's parents we should know:—

A—Full name	Last known address
Date of birth	Place of birth
Religion	Church connections
Occupation	Wages
Physical condition	Mental condition
Jail or institutional record	
Date of marriage	Place of marriage

(If dead—date and cause of death)

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B—We should also secure a clear picture of the homes in which the parents grew up. Their character, home training, mode of living, health, habits, education, personality and mental capacity, are all factors which influence the way the children are brought up and in a large measure determine the type of child for whom we must make a plan.

It is also desirable to have the names and addresses of maternal and paternal grandparents; names and addresses of as many relatives as possible and name and address of pastor and family physician.

Most of this information can be secured only from people who know the child and family best; therefore, we must consult with relatives, pastor, physician, former employers, friends and neighbors as well as other social agencies or institutions that may have known the family.

Why is all this necessary? Many times a child has been placed in an institution when it would have been possible to secure a good home with relatives if they had only been consulted. At any rate, relatives can give many interesting facts regarding the child and his family which cannot be secured from any other source.

The family physician is often the next best source of information and can tell us much about the health of the members of the family. For instance, if we know that there is a history of tuberculosis in a family, we shall be able to give a child special care and attention and safeguard him from the development of the disease.

Why mental examinations?

If possible a mental examination of the child should be made in order to determine the child's mental capacity, not merely to find out if he is feeble-minded. If we know that a child has particular ability along manual lines, we can plan to give him the sort of trade training for which he is best suited, while if we find an exceptionally bright child we can give him every opportunity for higher education.

Records.

This information is of little value if it is not permanently recorded. It is not fair to the dependent child to have practically all that is known about him "carried in the head" of some worker connected with the organization. Tragic stories of parents looking for their children, children looking for parents, or of brothers and sisters seeking each other after years of separation are altogether too numerous. (This information can be conveniently recorded on an individual record form which is supplied free by the Department of Welfare).

The following stories are actual cases reported by child caring organizations which point out the kind of information that should be secured and fully recorded before a definite plan for a child is made. Many details are necessarily omitted and the stories condensed because of lack of space. Names and other identifying information have been changed so that the confidential nature of the stories may be preserved.

FINDING THE RIGHT INSTITUTION

Margaret, aged thirteen, was referred by a Juvenile Court to a children's home as a suitable child to be admitted to that institution. The Court's record stated briefly that her parents were separated, and that her home influence had been bad; she had previously been cared for away from her home and had been for a short time in the care of a child-placing agency. Later, however, her home had been reestablished and she had returned to her parents.

The institution felt that more information concerning the child was needed before she could be accepted and an investigation was requested from a cooperating children's society. As a result of this inquiry it was learned that Margaret's family had been known to several welfare agencies and from consultation of their records and from some independent inquiries made by the investigators the following facts were gathered:—

The maternal grandparents had been divorced and their daughter (Margaret's mother) had been left much alone when a child as her mother had been obliged to go to work. As a result she had received very little home training. She had grown up to be a coarse, slovenly person who had had three illegitimate children and had lived with her present husband one year before marrying him.

Margaret's father had always been a shiftless fellow. His mother died when he was eight years old and he grew up without any supervision. He drank, stole, robbed and worked on the railroad under seven different names. His father had served two prison sentences and his mother had also been in prison once for operating a "speak-easy."

Consequently Margaret herself had grown up in a home where she knew nothing but quarreling, drunkenness, abuse and immorality. Her parents had often separated and come together again but each time matters grew worse, even though the father's business had prospered to such an extent that he owned two houses and an automobile. Margaret's older sister, as might have been expected, became incorrigible and was sent away to a correctional school, but after her marriage it was reported that she settled down and became a good wife and housekeeper.

Inquiries were made at Margaret's school where her teacher reported her to be a nervous, troublesome girl, doing poor work in school. She completely demoralized the class because of her conduct and the obscene stories that she told.

In view of the facts that this investigation brought out the institution managers felt that Margaret would have an undesirable influence over the other children in the home and the Court was asked to commit her to an industrial school which was better equipped to handle this sort of a behavior problem.

WHAT A MENTAL EXAMINATION ACCOMPLISHED

Mrs. Atkins applied to a children's society for the admission of her ten year old daughter, Ruth, to a children's institution. She said that Ruth had been expelled from school because of bad personal habits and that it was impossible to care for her at home as Mrs. Atkins went out to work.

In addition to getting the woman's own story the society made other inquiries. The mother, a rather ignorant type, had gone to work at an early age as errand girl and she had always been permitted to spend her earnings for her clothes. There had been developed in her no sense of family responsibility. She married a superior sort of man, the son of a minister, and for several years the marriage seemed happy. Suddenly, without any apparent cause, the man's attitude towards his family changed, he neglected them and finally deserted, returning to his own people in another state. A possible reason for his peculiar behavior is suggested by the fact that he later died of a tumor on the brain.

After the father's desertion Ruth lived with her father's brother in a nearby city but after his death she returned to her mother. Mrs. Atkins was working all day and several hours each night and could not give Ruth proper care. The child ran wild, became a real behavior problem and finally developed bad sex habits.

In view of the nature of Ruth's reported misconduct a mental examination was given which showed that she was really a superior child, but restless, easily discouraged and very much spoiled. Her bad sex habits came from the fact that she had been misinformed about sex. A frank talk with the psychologist who examined her corrected her perverted ideas.

Her teacher was also seen and reported rather favorably that Ruth was a bright, clever child, fond of other children but not popular because she liked to "boss" them. The teacher felt that careful training would do much to overcome her faults.

Since the investigation showed that the mother had no living relatives and the father's people, when approached through a society

in the city where they lived, refused to do anything for either the mother or Ruth arrangements were made to place the child in a home for girls, the mother to pay a small amount of board. This institution reports a marked change for the better in Ruth's behavior with a gradual elimination of the faults that had been so conspicuous.

A REUNITED FAMILY

Mrs. Jackson applied for the placement in a children's home of seven year old Dorothy and her brother, six year old Jack. She stated that her husband had died of tuberculosis several years before and that she was obliged to support herself and her children. Although she had had opportunities to place them before, she had been unwilling to separate them and so had tried to struggle on by herself. She had found it impossible, however, to give the children the care they needed. When questioned about her own history she stated that her early life had been in a small city in a distant state and that she had been obliged to go to work while quite young. Her marriage had been a happy one and everything had gone well until her husband died.

When the children were seen by the worker they both appeared strong and healthy and their teacher reported that they attended school regularly and were always neatly dressed and well behaved. A visit was paid to a paternal aunt in the same city but she proved to be both unwilling and unfit to care for Dorothy and Jack. A letter of inquiry was then sent to a children's society in the mother's home town and a social worker there interviewed the relatives who were distressed to learn of her situation. They had had no idea that Mrs. Jackson was in need and offered at once to help in any way in which they were able. The investigating agency reported that these relatives were of good character and that their offer to give the children a home should be accepted. The family gladly forwarded the money for the children's carfare and both the boy and girl are now happily established in their aunt's home. Mrs. Jackson hopes soon to join them and make her home permanently among her own people.

A FAMILY PROBLEM SOLVED

Mr. Miller brought his three little children—Arthur and Jane, twins of five, and Helen, three—to an institution asking for their admission. He showed a note of recommendation from a prominent citizen who stated that the case was urgent.

Mr. Miller said that his wife was insane and soon to be committed to a hospital for mental disease so that there was no one to care for the children; that his early married life had been happy but

that after the last child was born the mother had developed a serious mental disorder and was placed in a mental hospital. She had been discharged soon after but had never fully recovered. He said that she was unreasonable in her demands for luxuries which his small earnings could not provide and that he wanted the children placed for permanent care.

The children were temporarily received and through interviews with two of the mother's relatives, a family welfare agency and friends and neighbors, the following information was secured:—

The parents, apparently, had lived together happily, although the husband was always miserly. He made a good living at his trade but in his determination to get ahead his family had often been unnecessarily deprived of many comforts. The mother had never received proper medical care following the premature birth of her last child and her mental depression dated from that time. A short time before this incident Mr. Miller sold his business and home and moved to another city. Here he failed in business and all his savings were swept away. The mother, overwhelmed at this disaster, in a strange city where she had no friend to turn to for help, broke down and was sent to a hospital, but was soon discharged. The family later returned to their home town and the mother and children went to live with the mother's sister, Mr. Miller living elsewhere.

During the following year Mr. Miller made no effort to establish a home, claiming that his wife was in no condition to keep house. Two mental specialists refused to consider her commitment to a hospital, stating emphatically that what she needed was a cheerful home and a satisfying environment—in other words, a home for herself and children.

Finally, however, to please her husband Mrs. Miller voluntarily entered a hospital for the insane and Mr. Miller tried to place the children but was unsuccessful when the institution to which he applied for their care learned the real situation.

The mother again returned from the hospital and after consultation among the relatives it was decided to try to force the father to provide for his family. The relatives denied shelter to the mother and children and when Mr. Miller failed to be moved by their plight they were taken in by a friend. It was at this point that he applied to the second institution for the care of his children.

When the investigator finally consulted a welfare agency, which had helped the family before, they gladly offered to undertake the keeping of the family together, to pay the rent and give other assistance if needed. This plan was carried out, Mr. Miller was prevented from shifting his responsibility, and the mother was able to have

the thing she needed most to effect her complete recovery, a home of her own, in which she is befriended always by sympathetic, intelligent advisers.

WHERE RELATIVES FAILED

After Bob had been shifted from one relative's home to another with no one really wanting him, it seemed imperative that a permanent plan be made for his care. He was referred to an orphanage by a church worker who had become interested in the child. The orphanage's admission committee accepted Bob temporarily until they could satisfy themselves that he was best cared for in their institution.

Through visits to several aunts and uncles on the mother's side and to the father's relatives as well, it was proved without a doubt that none of them could provide suitably for the boy. However, through talks with these various relatives and from an old record of a children's society enlightening information concerning Bob's family history and early life was obtained.

An illegitimate child, he had never been much with his own mother. She came of poor, hard-working people who had themselves been neglectful of their children. Little is known about Bob's father as he disappeared soon after refusing to marry the girl to whom he had been engaged and when Bob was nineteen months old his mother married another man. After deserting him and going to work again she went through a marriage ceremony with still another man who divorced her for immorality four years later.

At this time his mother placed Bob to board with a fine woman who cared for him for several years. All the constructive influence he ever had came during his life with this foster mother. Unfortunately she was killed in an accident just about the time that his own mother committed suicide.

Convinced that there was no prospect of a permanent home among his people Bob was definitely accepted by the orphanage.

REFERENCE BOOKS AND PAMPHLETS

From the wealth of social work literature now available it is difficult to choose a short list of books which will be most helpful to institutional workers. The following books are selected, however, in the hope that they may furnish suggestions for further reading. Those which are starred (*) may be borrowed from the library of the Department of Welfare, Harrisburg, Pennsylvania.

(*) *Broken Homes* by Joanna Colcord. The Russell Sage Foundation.

A study of family desertion and its social treatment.

(*) *Child Training* by Angelo Patri. D. Appleton and Company.

Thumb-nail sketches of child life that reveal some principles essential to intelligent dealing with children.

Daddy Long-Legs
Dear Enemy } by Jean Webster. Century Company.

Two stories of life in an old-fashioned orphan asylum with many pertinent comments on the new ideas of child care.

Feeding the Child from Two to Six by Mary Frances Hartley Barnes. Macmillan Company.

Discusses principles of child feeding.

(*) *Feeding the Family* by Mary Swartz Rose. Macmillan Company.

A guidebook to good nutrition. Contains helpful information on suitable diets for all ages.

(*) *Handbook for the Use of Boards of Directors, Superintendents and Staffs of Institutions for Dependent Children.*—U. S. Children's Bureau Publication 170.

A comprehensive outline and discussion of modern methods in institutional work for children.

(*) *Honesty* by William Healy. Bobbs-Merrill Company.

A study of the causes and treatment of dishonesty among children.

(*) *How Two Hundred Children Live and Learn* by Rudolph R. Reeder.

An account of life in a modern cottage plan institution with practical suggestions on problems of child training.

(*) *The Art of Helping People out of Trouble* by Karl de Schweinitz. Macmillan Company.

(*) *The Institution for Children* by A. T. Jamison.

An account of some of the problems and opportunities of institutional work for children by an experienced institutional man.

Also the Publications of:

American Child Health Association, 370 7th Avenue, New York City, N. Y.
Child Study Association, 54 W. 74th Street, New York City, N. Y.
Child Welfare League of America, 130 E. 22nd Street, New York City, N. Y.
National Mental Hygiene Committee, 370 7th Avenue, New York City, N. Y.
Pennsylvania Department of Health, Harrisburg, Pa.
Pennsylvania Department of Welfare, Harrisburg, Pa.
United States Children's Bureau, Department of Labor, Washington, D. C.

Sample record forms for children's records may be secured from the Pennsylvania Department of Welfare and Child Welfare League of America.

Sample records of admission inquiries, foster home investigations and of supervision of placed out children may be borrowed from the Department of Welfare.

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